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ABSTRACT

This collection contains abstracts of journal articles and ERIC documents published after 1985 on the topic of beginning teacher induction. The abstracts, numbering about 60, are organized in six sections: (1) teacher education--general; (2) characteristics/needs of beginning teachers; (3) mentors and mentor relationships; (4) university induction programs; (5) assessment and evaluation of induction programs; and (6) annotated bibliographies, monographs, papers, and reports on teacher induction. (JD)

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TEACHER INDUCTION: AN ANNOTATED BIBLIOGRAPHY, 1985-89

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October 1989

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Introduction

In 1985, the Illinois School Reform legislation addressed the initial year of teaching. Dean Gary Griffin, University of Illinois at Chicago, with Suzanne Mills, provided leadership for a conference held at the university in September 1986 for Illinois policy makers and educational professionals for the purpose of studying proposals and background papers on the initial year of teaching. A publication, The First Years of Teaching: Background Papers and a Proposal resulted from this conference.

This document is a collection of journal articles and ERIC documents published after 1985 which add to the information available in the above publication. This document was prepared to provide background information for the Teacher Induction Programs in Illinois Conference held for Illinois NCATE institutions at Pheasant Run, St. Charles, IL, October 6, 1989.

Special recognition is given to Susan Massee-Foxx who did library searches for this information.

Nancy L. Quisenberry

TABLE OF CONTENTS

Section		Page
I	Teacher Induction - General	1
II	Characteristics/Needs of Beginning Teachers	9
III	Mentors and Mentor Relationships	13
	Part A: Journals	14
	Part B: ERIC Documents	22
IV	University Induction Programs	30
	Part A: Journals	31
	Part B: ERIC Documents	39
V	Assessment and Evaluation of Induction Programs	54
	Part A: Journals	55
	Part B: ERIC Documents	58
VI	Annotated Bibliographies, Monographs, Papers, and Reports on Teacher Induction	62
	Part A: Journals	63
	Part B: ERIC Documents	65

Section I

TEACHER INDUCTION - GENERAL

Ashburn, E.A. (1987). Current developments in teacher induction programs. Action in Teacher Education, 8(4), 41-43.

Since 1980, many state legislatures have mandated induction programs for beginning teachers. This article provides an overview of current induction programs with a focus on the need for such programs, sources for existing induction programs and the need for comparative analysis of the many different types of induction programs.

The need for induction programs is evident. Induction programs provide the link between preservice education and professional practice. The research efforts of Hall, Huling-Austin, Galvez-Hjornevik, Griffin, Schlechty and others have clearly demonstrated the need for induction programs. So many induction programs have been developed that the November 1985 issue of Educational Leadership and the January-February 1986 issue of the Journal of Teacher Education are solely devoted to induction issues.

Even with all the current research, there have been few studies published that contain "hard data" as to the benefits of induction programs. Objectives for induction programs are often difficult to measure given the subjective nature of the program outlines. Certainly time and better evaluation devices will go a long way in demonstrating the effectiveness of induction programs.

The abundance of induction programs has increased the need for a comparative examination of programs. There is a need to explore the influence of legislated programs on program content and delivery systems, consistency of program objectives with implementation, and the danger of setting minimum standards as to what induction programs should accomplish. According to the author, the most apparent product of current induction programs, has been the overwhelming need for research on common program concerns: assessment, evaluation, content of programs and clear definition of program objectives.

Fox, S. M., & Singletary, T. J. (1986). Deductions about supportive induction. Journal of Teacher Education, 37(1), 12-15.

Few teacher induction programs focus on providing the beginning teacher with support and assistance in easing the transition from student to teacher and even fewer focus on the goals of developing a reflective orientation and skills essential to self-evaluation. Fox and Singletary propose a model induction program that encourages self-evaluation through reflection and appears to include the necessary elements to provide new teachers with essential skills to prevent, reduce, or manage many of the problems they are likely to confront in their first years of teaching.

The authors have identified four goals for an induction seminar that is primarily concerned with providing assistance and support to new teachers:

1. To develop a psychological support system for the new teacher.
2. To assist in the development of acceptable methods for solving problems that typically confront new teachers.
3. To help develop the skills necessary to transfer teaching theory into practice.
4. To provide experiences in which new teachers can begin to develop professional attitudes and the analytical and evaluative skills needed to maintain a high level of proficiency in a continually changing profession.

Teaching competence, general knowledge, and specific subject related knowledge are important factors in successful teaching, but they are not sufficient to ensure the development of the reflective, analytic, and problem solving skills essential to the teaching profession. Some of the unique elements of this induction program include: (a) a shared responsibility for teacher induction involving the university, the school, the community, and the state agencies; (b) flexibility to accommodate individual beginning teacher needs; (c) university or teacher center associates conduct induction seminars; (d) development of a positive attitude towards self-evaluation through reflection; and (e) extensive peer support in a non-evaluative atmosphere.

The assistance and support model encourages self-evaluation through reflection and appears to provide beginning teachers with a structured program to ease the often difficult transition from student of teaching to professional teacher.

Griffin, G. A. (1985). Teacher induction: Research issues. Journal of Teacher Education, 36(1), 42-46.

A period of induction for beginning teachers helps make the transition from student to teacher a smoother process. In this article, Griffin defines the concept of induction and summarizes the current research findings available for use in planning teacher induction programs. Griffin also discusses the important differences between "research that describes the experience of new teachers and research that gives attention to the influence of intentional interventions in the lives and work of new teachers" (p. 42).

Griffin cautions researchers against an over-reliance on research on teaching as a basis for designing programs and he discusses the many dilemmas associated with using research as the primary basis for induction programs. In conclusion, Griffin offers a series of questions to guide future research on teacher induction and presents five critical issues for teacher induction research.

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Given that the content of many induction programs has been drawn from past research on effective teaching, Griffin cautions researchers against an over-reliance on research on teaching as a basis for designing induction programs. He also discusses several dilemmas associated with using research as the primary basis for induction programs. Some of these dilemmas include the fact that: (a) effective teaching research is often correlational; (b) much of the effective teaching research is situation specific and the results may not be generalizable to other situations; and (c) the standards for new teachers are restricted to those that can only be supported by research. Griffin believes that induction programs should include "not only the appropriate scientific bases but also the knowledge that emerges out of collective understandings of the craft" (p. 44).

In conclusion, Griffin offers a list of questions to guide future research on teacher induction and presents what he believes to be the five most pressing issues for teacher induction research. These issues include:

1. Determining to what degree research findings, when used as content for induction programs, accomplish the same outcomes.

2. Determining if teacher induction programs contribute to or hinder new teachers' estimations of their own efficacy and if this is related to teaching effectiveness.

3. Determining the degree to which teacher induction programs serve as a "gatekeeping" function for the profession.

4. Determining whether the procedures and practices associated with teacher induction programs are valid and reliable.

5. Gaining a better understanding of the ways in which induction programs align with conceptions of excellence in teaching.

Huling-Austin, L. (1986). Factors to consider in alternative certification programs: What can be learned from teacher induction research? Action in Teacher Education, 8(2), 51-58.

Research on the induction of beginning teachers conducted at the Research and Development Center for Teacher Education at the University of Texas at Austin has resulted in a number of findings which have been important implications for alternative certification programs. The research was conducted from 1982-1985 and consisted of two major studies. The Teacher Induction Study described how state-mandated induction programs affected the transition from student of teaching to teacher and the Model Teacher Induction Project studied the effects of induction practices suggested by research on a small number of beginning teachers, support personnel, and principals. The article focuses on some of what has been learned from these studies and related implications for alternative certification programs.

1. Teaching assignment is a highly influential variable in determining first year teaching success. Induction programs do not appear to overcome misplacements in teaching assignments. There is no reason to assume that such programs would enable the beginning teacher to function effectively in a setting that would challenge a veteran professional.

2. The assignment of an appropriate on-site support teacher is likely to be the most powerful and cost-effective intervention in a beginning teacher program. Most beginning teachers reported that having a support teacher was the most helpful aspect of an induction program because it gave them someone to turn to on a daily basis as problems arose. An on-site support teacher is not only readily available, but is more directly involved in the types of activities about which the beginner is likely to have questions.

3. Beginning teacher programs should be structured flexibly enough to accommodate the emerging needs of participants. Beginning teachers will experience entry into teaching in a personal way. Although needs of beginning teachers may be somewhat predictable, it is difficult to determine the exact needs and assistance required by each novice. An "emerging needs" approach allows flexibility to be integrated into induction programs and thereby provide the greatest chance of success.

4. It is possible for a beginning teacher program to not only address and resolve the expressed needs of program participants, but also to arouse positive concerns that have not yet fully developed. By identifying and focusing on academic tasks, beginning teachers began to think more about the content and organization of their teaching. Proactive planning and guidance by program facilitators will be needed especially with alternative certification programs where participants have less formal training and experience.

Huling-Austin, L. (1986). What can and cannot reasonably be expected from teacher induction programs. Journal of Teacher Education, 37(1), 2-5.

Huling-Austin presents a number of ideas related to what can and cannot be accomplished through teacher induction programs. Several generic goals for induction programs are discussed, along with the limitations related to those goals. The author's intent is to help educators conceptualize and design induction programs based on reasonable expectations for those programs.

Induction programs can reasonably be expected to: (a) improve the teaching performance of beginning teachers; (b) increase the retention rate of promising beginning teachers; (c) screen out the least promising teachers, if policies and procedures are in place to do so; (d) promote the personal and professional well-being of teachers; and (e) satisfy mandated requirements related to induction and certification.

Induction programs can not reasonably be expected to: (a) overcome major problems in the school context such as misplacements, overloads, overcrowded classes, etc.; (b) develop into successful teachers those beginning teachers without the background, ability, and personal characteristics necessary to become acceptable teachers; and (c) substantially influence the long-range retention rate of teachers, without significant changes in the educational system at large.

Given enough time and resources, Huling-Austin suggests that almost every new teacher hired might be developed into an acceptable teacher. However, most induction programs will not attempt this goal because of the excessive cost. Rather, most programs will only provide the support and assistance to develop beginning teachers who have the potential to become acceptable teachers. Policy makers and practitioners need to be realistic about what can be accomplished through induction programs so that the benefits gained can be appreciated for what they are and not criticized for what they fail to be.

Schlechty, P. C. (1985). A framework for evaluating induction into teaching. Journal of Teacher Education, 36(1), 37-41.

According to Schlechty, the purpose of induction is to develop in new members of an occupation those skills, forms of knowledge, attitudes, and values that are necessary to effectively carry out their occupational roles. In addition, the primary aim of induction is or should be to create conditions that cause new members to internalize the norms of the occupation. In this article, Schlechty identifies the indicators and characteristics of effective induction systems. Through analysis of the literature on occupational socialization and adult socialization, the author has developed the following characteristics.

1. Effective induction systems are based on and oriented toward clearly stated, well articulated, and generally understood expectations and norms.
2. Effective induction systems explicitly use the process of recruitment and selection as an integral part of the induction process.
3. Effective induction systems are marked by distinct stages and statuses.
4. Effective induction systems have mechanisms that encourage mutual support among status equals.
5. Effective induction systems usually call upon neophytes to undergo elaborate vocabulary building activities.
6. Effective induction systems usually assume that those who are admitted to training are likely to become full-fledged members of the occupation.
7. Effective induction systems rely greatly on intensive clinical supervision, demonstration, coaching, and constant corrective feedback.
8. Effective induction systems have responsibility for evaluating new members and providing feedback, training, and support is diffused throughout the group.

Schlechty is convinced that the development of adequate induction systems in schools requires a fundamental reorganization of the goal structures of schools. If induction programs are to work, schools need to embrace teacher education as a goal, just as they embrace the education of children as a goal. Schlechty also describes the efforts within the Charlotte-Mecklenburg Schools Career Development Program in North Carolina to incorporate these characteristics of effective induction systems and concludes with an analysis of fundamental changes needed in the way teacher education is conceptualized by school personnel.

Section II

CHARACTERISTICS/NEEDS OF BEGINNING TEACHERS

Marso, R. N., & Pigge, F. L. (1987). Differences between self-perceived job expectations and job reality of beginning teachers. Journal of Teacher Education, 38(6), 53-56.

Recent research has demonstrated that a certain level of realith shock of beginning teachers appears to be inevitable in the teaching profession. Many researchers have identified a variety of contributing factors to the phenomenon of reality shock including: the unrealistically high expectations of beginning teachers, difficult teaching assignments, and college courses that are too theoretical and impractical. The purpose of this study was to ascertain the extent to which 24 working conditions impacted upon the feelings of "reality shock" reported by beginning teachers.

In the spring of 1985, a survey instrument was developed and sent to all 1982-1984 teacher education graduates of Bowling Green State University who were employed in Ohio and were completing their first or second year of teaching. The beginning teachers were asked to rate job conditions on a five point Likert scale in terms of both their "prior-to-employment expectation" and their "on-the-job-reality experience." Values on the Likert scale ranged from 5 (Highly Positive) to 1 (Highly Negative) and a total of 211 surveys were obtained for four teaching subgroups (elementary, secondary, special education, and specialized areas) and three types of employing schools (rural, urban, and suburban).

Based on the findings in this study, reality shock appeared to be evident for the beginning teachers despite the fact that these teachers had completed an extensive mandated 300 clock-hour preservice clinical and field experience requirement. Sixteen of the 24 working conditions revealed significant ($p > .001$) reality shock for the total group of beginning teachers. This finding of a diversity of job conditions contributing to the beginning teachers' feelings of reality shock, even for a sample of teachers exposed to considerable field experiences, appears to lend support to previous studies that suggest it is more than just a lack of prior field experiences or any other single factor underlying the beginning teachers' feelings of reality shock.

The specific findings of this study are presented in a table format along with an in-depth discussion and comparison of each subgroup and employing school. In addition, the authors discuss the practical significance of the findings as well as the limitations and generalizations of the study.

Odell, S. J. (1986). Induction support of new teachers: A functional approach. Journal of Teacher Education, 37(1), 26-29.

A primary concern of most induction programs is focused on the identification of the kinds of assistance that would be most helpful to beginning or new teachers. Odell completed a functional analysis of the needs of teachers by recording the forms of actual assistance given to first-year teachers and "new to system" teachers in a teacher induction program. The functionally obtained information from this study provides one source of data for designing and enhancing teacher induction programs.

This functional approach was characterized by observing how a teacher induction program offers assistance to new teachers. This was accomplished by recording specifically the type of help beginning and new teachers asked for and observing what aid was offered by support personnel. Eighty-six first year and seventy-nine new-to-system teachers were involved in the study. During the course of the school year, the clinical support teachers recorded, by semester, the questions asked by new teachers and the assistance actually delivered to each teacher.

From the data collected, the following seven general categories for support offered to new teachers were determined: (a) school system information; (b) resources/materials; (c) instructional; (d) emotional; (e) classroom management; (f) environment; and (g) demonstration teaching. An analysis of the average rank order for each category of support was obtained, by semester, separately for the two groups of teachers.

From the seven categories of support, two categories of support were identified by both groups of teachers. These two primary areas of concern included: (a) obtaining information regarding the school district and (b) obtaining resources and materials pertinent to the curriculum to be taught. Of particular interest, is Odell's finding that experienced teachers who are new to a school system do not seem to have remarkably different support needs from those of first year teachers. It appears that there are common needs for all teachers who are in a transition position that prior teaching experience cannot totally transcend.

It is important that the outcomes of this study be evaluated within the context of an induction-support program. Induction support may primarily benefit first-year teachers in transition by providing a context that is focused less on concerns extraneous to teaching and more on those directly related to the teaching task itself.

Odell, S. J., Loughlin, C. E., & Ferraro, D. P. (1986). Functional approach to identification of new teacher needs in an induction context. Action in Teacher Education, 8(4), 51-57.

A functional approach to defining areas of support for first-year teachers is characterized by empirically observing the actual functioning of an induction-support program and inferring new-teacher needs from the observed behaviors of beginning teachers and support personnel. In the first functional analysis of new-teacher needs (Odell, 1986), support personnel recorded specific induction assistance offered based on their perceptions of the needs of new teachers. The functionally identified needs differed greatly from the needs most often identified by beginning teachers via questionaires. This present research study examined new-teacher needs by observing the types of questions new teachers ask of support personnel in a teacher-induction context across their first year of teaching.

Within the context of a large-scale elementary school teacher induction program, nine veteran classroom teachers served as full-time, non-evaluative support teachers for 18 beginning teachers. Support teachers visited each beginning teacher once a week during the school year and recorded all questions asked by the new teachers. Questions were then assigned to one of seven categories of induction support. These categories included: (a) instructional; (b) system; (c) resource; (d) emotional; (e) managerial; (f) parental; and (g) disciplinary.

Through an analysis of the number of questions asked in each category, the top three needs of new teachers in an induction context appear to be: (a) the need for help with teaching strategies in the instructional process; (b) the need to obtain information about the school district; and (c) the need to obtain resources and materials related to the curriculum. These findings present a striking difference between the needs of beginning teachers identified functionally and those identified by the use of questionaires. While questionaires (retrospective self-reports) identify disciplinary support as being most important for beginning teachers, the functionally identified need for disciplinary support never emerges as a strong concern.

The most promising aspect of the functional approach to identifying induction needs, is the sensitivity of this approach to the changing needs of the first-year teachers throughout the school year. Thus, the content of teacher induction programs can be reactive rather than proscriptive and sensitive to the evolving needs of beginning teachers. Indeed, future research utilizing the functional approach in identifying teacher needs will assess the efficacy of teacher induction programs in improving the quality of teachers in our public schools.

Section III

MENTORS AND MENTOR RELATIONSHIPS

Part A: Journals

Clemson, R. L. (1987). Mentorship in teaching. Action in Teacher Education, 9(3), 85-90.

Mentoring has become a popular term in the past few years and has been implemented by several states as a major means of inducting new teachers into the profession. This article presents a research summary of relevant literature on mentoring in education and suggests a variety of considerations for mentoring programs which can have potential for success for beginning teachers.

Although the concept of mentorship is not new, the establishment of formal mentor programs in school systems and institutions of higher education is a relatively new phenomenon. This article identifies and discusses five major reasons why mentor programs are not working as well as the designers had hoped.

The five most persistent problems in the mentoring process include: (1) ignoring the need for spontaneity and "personality fit" in the mentor-protege relationship; (2) inadequate benefits provided for the mentor; (3) policies and procedures which inhibit the developmental, multi-dimensional nature of the mentor relationship; (4) little or no opportunities to build mutual trust between the mentor and protege; and (5) blindness to the impact of the mentorship program on the entire educational system. Each reason for failure suggests a strategy for success.

The author suggests the long-term survival of mentorship programs requires a readjustment of system-wide reward systems, priorities, and allocation of resources. Programs need to be built upon a broad base of participation and provide for the support, nurture, and growth of a widely diverse pool of mentors and proteges. Relevant research literature on career development, human motivation, management, and organization theory need to be consulted before any new program is implemented.

In addition to the suggestions and strategies for developing successful mentoring programs in education, a selected bibliography of 29 additional readings on mentoring is offered at the conclusion of the article.

Galvez-Hjornevik, C. (1986). Mentoring among teachers: A review of literature. Journal of Teacher Education, 37(1), 6-11.

In this article, Galvez-Hjornevik conducts an extensive review of the most significant studies of the past decade, and she identifies the salient characteristics of successful mentor-protege relationships. Her review focuses on: (a) mentoring in the public schools and specific school mentoring projects; (b) research on mentoring in other professions; (c) and guidelines for designing induction programs.

Based on data drawn from the literature review, Hjornevik suggests that the mentoring relationship be voluntary and that age and gender factors be considered before mentor-protege pairs are established. If mentors are selected wisely and if the protege is assigned to a mentor for a short term, there exists the possibility for establishing an eventual nurturing relationship.

Given that most of the research on mentoring has been conducted in business professions, adult education, and higher education, Hjornevik argues that educators, particularly teacher educators, make use of knowledge derived from other disciplines and fields in their efforts to design induction programs for beginning teachers. In addition, she concludes with the recommendation for further research of the mentor-protege relationship among teachers in our public schools.

Godley, L. B., Wilson, D. R., & Klug, B. J. (1987). The teacher consultant role: Impact on the profession. Action in Teacher Education, 8(4), 65-73.

This study examines the view teacher consultants hold of their role as support personnel for beginning teachers in the Oklahoma Entry Year Assistance Program. Teacher consultants must possess a standard Oklahoma teaching certificate and have an educational background similar to the first year teacher. Usually the consultant is a colleague working in the same building and often in a very similar teaching assignment as the beginning teacher. State legislation requires that teacher consultants spend a minimum of seventy-two (72) hours in observation and consultation with the beginning teacher during the year.

Qualitative research methods were used to examine the impressions held by teacher consultants concerning their roles and the professional benefits they had received as a result of these roles. In 1984-1985, forty-four teacher consultants were asked to participate in the study; of this group 26 consultants were actually interviewed. A standard structured interview was devised and consisted of nine open-ended questions to elicit the consultants' perceptions of their roles.

The findings of this study reveal some important factors for successful role performance as a teacher consultant. Sixty-two percent of the consultants believed that a lack of specific knowledge of subject areas taught by the entry-year teacher did not seem to be a hindrance to the consultants' performance. Experience in teaching and in the workplace was considered to be essential in the successful performance of their role. Other skills deemed important were interpersonal skills, collegial and process skills. Being accessible to the beginning teacher when needed was considered of paramount importance along with the ability and willingness to be frank and honest with the entry year teacher when corrections of teaching practices needed to be made. In addition, consultants cited the need to be supportive of beginning teachers as they learned how to develop their craft during their initial year of teaching.

Consultants also expressed positive impressions concerning the professional benefits of maintaining mentor-protege relationships. Professional benefits included: recognition of and evaluation of their own teaching practices; serving as models for beginning teachers; becoming accessible to new ideas and materials by close association with new teachers; and the development of strong professional ties with their peers.

The professional gains in an induction program are not limited to beginning teachers and extend to the many individuals who interact with them. Given the sensitive nature of the teacher consultant role, administrators and representatives of higher education need to be aware of the potential need to prepare consultants with observation and supervision skills for this very complex role.

Gray, W. A., & Gray, M. M. (1985). Synthesis of research on mentoring beginning teachers. Educational Leadership, 43(3), 37-43.

In this article, the authors provide a thorough review of the literature on mentors and mentoring relationships and present a synthesis of this research on the mentor-protege relationship. The important aspects of mentor relationships are discussed with a focus on mentor characteristics, behaviors and specific role responsibilities. In addition, the needs of beginning teachers and changes in the mentor-protege relationship are discussed and analyzed.

The authors describe the Four-Phase Formalized Mentoring Program to induct beginning teachers into the profession. The four phases of the program consist of: (1) the selection and matching of mentors and proteges; (2) providing the necessary training for mentors, principals, and support staff; (3) monitoring the mentoring process with formative evaluation; and (4) an end-of-the-year summative evaluation. Mentor-protege pairs need to be trained to work together harmoniously and support personnel need to be trained to provide supervision, formative evaluation, and additional training during the mentoring process.

In addition to the Formalized Mentoring Program, the authors also discuss the Mentor/Protege Helping Relationship Model; a five-level program designed to train mentors in giving important types of help to beginning teachers. Types of assistance include: leadership, role-modeling, instruction, demonstration, motivation, supervision, counseling, and indirect mentoring. At Levels 1 and 2, mentors demonstrate specific teaching strategies and are role models for beginning teachers, In Levels 3 and 4, a more egalitarian relationship emerges and mentors acknowledge the protege's developing competencies. At Level 5, proteges are competent and confident to function without mentor asistance. They no longer require help in solving problems in those areas where they have acquired sufficient experience and competence.

The key to successful mentoring is the mentor-protege relationship. "If formalized mentoring is conceptualized and implemented in accord with the Helping Relationship Model, it can meet the specific needs of beginning teachers and provide increased professional satisfaction to mentors."

Hawk, P. (1986). Beginning teacher programs: Benefits for the experienced educator. Action in Teacher Education, 8(4), 59-63.

Currently, evaluations of teacher induction programs focus on the assistance beginning teachers receive from formalized support systems. The focus of this article is on the benefits to support personnel who provide guidance and assistance to beginning teachers. Specifically, the author asks the question, how beneficial has serving as a support person been to experienced educators and to their own professional growth? To answer this question, data was collected from the North Carolina teacher induction program during the 1985 school year.

During the school year beginning teachers were observed three times by their support teams (mentor, principal, and supervisor). At the end of the year, support team members from three school systems evaluated via questionnaires and small group discussion, their experiences as participants in the induction program. A total of 178 mentors, 105 principals, and 36 supervisors provided feedback on their participation in the program. The categories of assistance provided by support team members included: (1) teaching strategies, (2) paperwork management, (3) listening, (4) materials location, and (5) student management.

In response to the statement "I feel that participating in the teacher induction program has provided positive personal growth for me," more than two-thirds of the mentors responded "definitely" and more than half of the principals and supervisors did as well. When asked to elaborate on their professional growth, more than half of the mentors did so with responses falling into the following categories:

1. Participation forced me to focus and improve my own classroom teaching skills.
2. Participation made me aware of the need for educators to communicate with each other.
3. Participation helped me understand the principal and supervisors' roles.

In addition, half of the principals and supervisors responded:

1. I became more aware of classroom teachers' needs in general.
2. I better understand the qualities of good teaching.
3. Participation improved principal/teacher relationship.

Based on the questionnaires and discussions, the support team members' perceptions of their own professional growth as a result of participating in the induction program appears to be positive. The support team members' responses indicate that educators should look not only at the direct benefits that induction programs have on beginning teachers, but also at the residual effects of these programs on all involved professionals.

Huffman, G., & Leak, S. (1986). Beginning teachers' perceptions of mentors. Journal of Teacher Education, 37(1), 22-25.

In the first year of the Beginning Teacher Program, new teachers across all grade levels were assigned a support team consisting of the principal, the assistance principal for instruction, and a mentor selected by the principal. In addition, personnel from a local university assisted with the Beginning Teacher Program throughout the year and a member of the university faculty served on the support team.

During the year, the mentor and other support team members were asked to observe and evaluate beginning teachers at least once a month using a performance appraisal system which focused on six components of teaching. These teaching components included management of student behavior, management of instructional time, instructional monitoring, instructional presentation, instructional feedback, and content. Formal and informal conferencing followed these observations.

After a year of implementation of the beginning teacher support system, 108 new teachers were asked their reactions to the mentoring program. In response to an open-ended questionaire, 96% of the new teachers found the mentor role to be an important element in their induction into teaching. The mentors were able to provide assistance to the needs of new teachers by providing encouragement, collegiality, and specific helpful suggestions for the improvement of teaching.

Huffman and Leak found that mentors could be effective in addressing the needs of beginning teachers, but to maximize their effectiveness the mentors should teach the same content and work at the same grade level as the new teacher. In addition, the authors recommended the importance of providing adequate time for formal and informal conferencing between mentors and beginning teacher to effectively address the specific needs of the beginners.

The authors suggest further research regarding the role of the mentor in order to provide more information on the complex process of induction. Further investigation should include the selection and training of mentors, the amount of time required for mentors to meet the needs of beginning teachers, and incentives and rewards for mentors. The positive response of the beginning teachers to the role of the mentor indicates that further definition and refinement of the position could play an important role in the induction process.

Thies-Sprinthall, L. (1986). A collaborative approach for mentor training: A working model. Journal of Teacher Education, 37(6), 13-19.

As a result of the legislative mandate in North Carolina to develop effective induction and evaluation programs for beginning teachers, the author has designed a model for teacher induction which is based on a collaborative link between institutions of higher education and local education agencies. The model is based on three assumptions: (a) to provide intensive training in supervision to classroom teachers who will serve as a primary resource (mentors) to beginning teachers; (b) mentor training is school-based, on-site, and occurs over a considerable period of time; and (c) instruction for the mentors is based on theory and research.

The unique goals of this program are based on the concept of teacher as an adult (stage) learner. Goals are focused on the cognitive-developmental stage of both the teacher trainer (person teaching the mentors) and the mentor. At higher developmental stages, teachers use a wide variety of teaching methods and can view teaching from a third party perspective. In the complex task of helping another human being grow and develop, there is ample research to demonstrate that the helper (trainer) who can process experience at higher-order stages of development performs more adequately as a supervisor.

The model consists of two person teams of experienced teachers identified by LEA and staff development directors. These teams attend a university sponsored two semester seminar and practicum (a total of 45 weeks at 3 hours per week). Seminar content includes: (a) building a helping relationship; (b) effective teaching; (c) models of supervision and coaching; (d) differentiated supervision; (e) problem solving; and (f) ending a relationship. The model includes continuous reference to the theoretical underpinnings for each skill area. After a year of seminars and practicum, the teams proceed in the training of other teachers in the theory and practice of becoming effective mentors.

Using this model, the author has identified three important implications for teacher induction. First, experienced teachers are able to act as "clinical professors" and university professors have the opportunity to serve as extension agents. Secondly, the mentors become better classroom teachers, under conditions of low threat. They improve in order to model for beginning teachers. The third implication is for beginning teachers. Quality teacher induction programs not only better prepare and support beginning teachers but the main result is that schools will end up with more effective mentor trainers, mentors and beginning teachers, all of whom may stay in the classroom and improve the quality of education.

Part B: ERIC Documents

Brown, J. G., & Wambach, C. (1987). Using mentors to increase new teacher retention: The mentor teacher induction project. Washington, D.C. (ERIC Document Reproduction Service No. ED280816)

The Mentor Teacher Induction Program (MTIP) was designed to address the needs of beginning teachers during their "induction" into the teaching profession, and to increase the retention of new teachers in the profession. The central research question addressed by the project was: What will be the effect on beginning and student teachers of an induction program that emphasizes: (1) contact with a mentor (i.e., a competent and experienced teacher); (2) involvement of mentor teachers in seminars; and (3) opportunities for both formal and informal professional support (both student teachers and first year teachers)? A description is given of the elements of the program and how the program was implemented. An evaluation of the program was conducted by means of an attitude questionnaire that was administered to participants of the MTIP and also to a control group who did not participate in the project. The findings indicated that the first year teachers in the MTIP expressed to a greater extent the intent to continue teaching, compared to first year teachers not involved in the project. Both mentors and new teachers have provided consistently high ratings of project activities, suggesting they view them positively. (JD)

NOTE: Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Arlington, VA, February 12-15, 1987).

Brzoska, T., and Others...(1987). Mentor teacher handbook. Washington, D. C. (ERIC Document Reproduction Service No. ED288820)

Intended for mentor teachers who assist beginning teachers, this handbook includes a description of the mentoring process, including its definition, purpose, and application to professional development in education. Characteristics of good mentors, their relationships with their proteges, and typical activities associated with mentoring are described. Implementation of activities is also discussed. Mentoring activities that correspond to typical activities within the teaching year are suggested. References are listed, and observation tools, mentor-protege action plans, a first day checklist, and selected journal articles are appended. (CB)

NOTE: Northwest Regional Education Laboratory, Marketing Office, 101 S. W. Main St., Portland, OR 97204.

NOTE: Handbook was conceived and written by members of the Evergreen Collegial Teacher Training Consortium.

Galvez-Hjornevik, C. (1985). Mentoring: A review of the literature with a focus on teaching. (ERIC Document Reproduction Service No. ED262032)

Many local education agencies, as well as independent school districts, are currently designing induction programs for beginning teachers. One feature of these induction programs is designed to summarize existing literature from the teaching profession on the mentoring relationship in order to assist educators in enhancing induction programs. A review of pertinent research concerning the mentoring phenomenon provides education professionals interested in initiating a "mentor teacher" or "sponsor teacher" program with an important resource. This paper focuses on three major areas: the concept of mentoring and its theoretical foundations, mentorial activities as they relate to teachers and induction programs, and the nature of the mentor-protege relationship in professions other than education. Overviews are provided of studies of mentoring in schools and induction programs that incorporate the mentoring relationship. Information is included on: (1) the characteristics and functions of the mentor; (2) selecting and attracting a mentor; (3) the interpersonal relationship; (4) the character of the mentor-protege relationship; (5) precautions in engaging in the mentor-protege relationship; (6) what and how proteges learn from mentors; and (7) guidelines for formal and informal mentor programs. (JD)

NOTE: Communication Services, Research & Development Center for Teacher Education, The University of Texas at Austin, Education Annex 3.203, Austin, TX 78712.

Galvez-Hjornevik, C. (1985). Teacher mentors: A review of the literature. Washington, D. C. (ERIC Document Reproduction Service No. ED263105)

Many local education agencies as well as school districts are currently designing induction programs for beginning teachers. One feature of these programs is the appointment of a mentor or sponsor teacher. This review is designed to summarize existing literature from the teaching profession on the mentoring relationship in order to assist educators in enhancing induction programs. This paper focuses on two major areas: (1) the need for assistance for the beginning teacher, and (2) mentoring among elementary and secondary teachers (an examination of mentoring in schools and existing induction programs). The appendices contain: (1) capsule descriptions of eleven selected beginning teacher programs; (2) criteria for selection of mentors or master teachers; (3) role and functions of master/mentor or master teachers; (4) a profile of a mentor; and (5) control and governance in the implementation of induction programs. (JD)

Murphy, S. C., & Huling-Austin, L. (1987). The impact of context on the classroom lives of beginning teachers. Washington, D. C. (ERIC Document Reproduction Service No. ED283780).

Based on previous research on the influence of community context on the needs and concerns of first year teachers and on the implementation of induction program components, this study sought to determine the effects of the community context on the lives of beginning teachers as related to their teaching experience in the classroom. Data were analyzed from studies of 53 beginning teachers located in six sites with a wide range of contextual characteristics. (Community variables included urban versus rural, socioeconomic status ranges of students, and per pupil expenditures.) The sites were in Illinois, Kentucky, North Carolina, Oregon, Texas, and West Virginia. Three subjects from each site (N=18) supplied additional information via interviews conducted at the beginning of the school year and after the winter break. The interview questions focused on what characteristic of the school or community made teaching particularly easy or difficult and in what ways teaching and students had been similar to or different from individual expectations. Findings offer profiles of the teachers, and evidence of the impact of community context on the teachers' classroom lives. Background information on the 53 teachers is presented in tables and references are included. (JD)

NOTE: Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., April 20-24, 1987).

Odell, S. J. (1988). Characteristics of beginning teachers in an induction context, Washington, D. C. (ERIC Document Reproduction Service No. ED290752).

In this study, the interview method was used to describe the characteristics of new elementary school teachers in an induction context. In particular, the research was designed to: (1) reveal new teacher motivations, attitudes, and expectations; (2) identify the concerns of beginning teachers and the support personnel most helpful to beginning teachers; (3) assess the impact of the teaching context on the first year of teaching; and (4) reveal what changes in teacher practice beginning teachers would make in a new year. During the course of the school year, the nine clinical support teachers in the induction program administered an interview at three different times to 18 beginning teachers. The interview consisted of seven open-ended questions on teacher motivation, teacher attitudes, new teacher expectations, new teacher needs, sources of new teacher support, and the impact of the teaching context or teaching practice. An analysis of interview responses is offered and a comparison is made between these results and those of previous research on the topic. It is tentatively concluded that the teacher induction context may produce new teachers who are more motivated to continue teaching, more open to receiving support, and more focused on the instructional process during their initial teacher year. Ther verbatim interview questions and teaching characteristics are listed in tables. (JD)

NOTE: Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988.

Shulman, J. (1988). Opportunities of a mentorship: The implementation of the California mentor teacher program, Washington, D. C. (ERIC Document Reproduction Service No. ED278650

This paper draws from a case study of first year district implementation of the California Mentor Teacher Program in one of the largest districts in California. The paper focuses on the opportunities offered to teachers who work with mentors. Through the presentation of a selection of vignettes of teachers and worked with mentors, the paper suggests that the mentorship can provide the occasion for changing the norm of isolation to a norm of collegial assistance. Outcomes for teachers included companionship and assurance, access to models of teaching, adjustments in teaching practices, and, to a lesser extent, support for thinking about teaching. A secondary purpose of the paper was to describe some of the problems that several mentors encountered in asserting their role, such as the lack of organizational support, suspicion and jealousy from other teachers, and a dilemma about how to assert themselves. (Author)

NOTE: Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

Section IV

UNIVERSITY INDUCTION PROGRAMS

Part A: Journals

Burke, P., & Notar, E. E. (1986). The school and university: Bridging the gap in teacher induction. Action in Teacher Education, 7(4), 11-16.

As teacher induction programs are becoming increasing more popular, there is a need to build stronger partnerships between universities and public schools. This article focuses on some important points of linkage to enhance the beginning years of teaching and the benefit to the teaching profession as a whole. A model porgram for cooperative teacher inducation is outlined along with a discussion of the issues raised from the standpoint of teacher preparation institutions.

The participants involved in the program are beginning teachers, building principals, university-based consultants, and school-based, experienced teacher mentors. With so many individuals involved, the need for collaboration is great. The authors discuss strategies to prepare these individuals for their roles, and to find the time and money to allow them to do their jobs.

The article also focuses on the specific responsibilities for each of the participants and effective strategies for interaction to best meet the needs of the beginning teacher. In addition, the need for rewards for both university and public school faculty are discussed as well as the organizational structures to promote a positive collaborative effort.

Friske, J. S., & Combs, M. (1986). Teacher induction programs: An Oklahoma perspective. Action in Teacher Education, 8(2), 67-74.

The Oklahoma Entry Year Assistance Program (EYAP) was implemented in 1982 and mandates the formation of an Entry Year Assistance Committee (EYAC) to provide support to beginning teachers. The primary purposes of the EYAP are to provide: (a) guidance and assistance to the beginning teacher; (b) review the teaching performance of the beginning teacher; and (c) make recommendations to the State Board of Education regarding certification. The EYAC members include a building administrator, an experienced teacher, and a higher education representative. The program mandates a series of committee meetings, formal observations, and evaluations. Through a review of numerous studies of the overall effectiveness of the EYAP, the authors discuss the strengths of the program, areas of concern, and future implications based on the findings.

The major strength of the EYAP is the general support and assistance given to the beginning teacher. The EYAP provides a vehicle for establishing and maintaining communication between teacher education faculty, school administrators, and teachers. With this program, the committee has a formal method for providing feedback to novices concerning their entry into the profession that goes beyond traditional evaluations. In addition, the impact of an experienced teacher spending a significant amount of time with the beginning teacher is considered an important aspect of the program.

Some concerns expressed in the studies centered around the inconsistent implementation of the EYAP guidelines by the committee and the time necessary to complete the required tasks of the program. Conflicts in class schedules and lack of time for conferences were the primary reasons for inconsistent implementation. Beginning teachers also reported perceptions, goals, and expectations that were different from those held by committee members. These differences suggest that committee members may not be aware of the beginning teachers' perceptions of the profession and that the beginners may not be adequately expressing personal views to the committee.

The review of EYAP studies favored the continuation of the Entry Year Assistance Program with some modifications. Some of the recommendations included: (a) sufficient release time for teachers to work together; (b) a formal process for documenting mandated time in the program; and (c) development of appropriate EYAP staff development plans. These recommendations address the specific implementation and management of the program and leaves open the question regarding the validity of induction programs, like EYAP to significantly impact on the quality of teaching.

Hegler, K., & Dudley, R. (1987). Beginning teacher induction: A progress report. Journal of Teacher Education, 38(1), 53-56.

In the fall of 1983, Doane College instituted an induction program as one component of its overall teacher education program. With goals common to other induction programs, the Doane induction program begins as soon as a beginning teacher is hired by the school district and extends through the first year of teaching. An integral component of the induction program is the cooperative involvement of the local education agency and the Doane Teacher Education faculty.

The induction program includes on-site classroom visits by the Doane faculty, release time for an experienced support teacher to participate in the beginning teacher's classroom, a Beginning Teacher Evaluation completed by the school administrator, and inservice workshops provided by the Doane faculty for the beginning teacher in any teaching competency that is in need of improvement based on the Beginning Teacher Evaluation.

Unlike other induction programs, the Doane program has some very unique features: (a) it was initiated and is financed by the college; (b) it was not instituted to meet state-mandated requirements; (c) it provides supervision and support to all graduates; (d) it represents a strong cooperative effort between a large land-grant university and a private liberal arts college; and (e) it ties the undergraduate professional program to a required segment of graduate courses and the induction process. The Doane induction program is a developmental experience that extends through the first full year of teaching.

The article discusses both the strengths and weaknesses of the Doane program and provides several recommendations for implementing college-based induction programs. In addition, suggestions for program development and additional research are offered.

McVoy, B., & Morehead, M. A. (1987). Teacher induction: What can a university do best? Action in Teacher Education, 8(4), 45-49.

Induction is that critical time when students suddenly become teachers. This article focuses on one university's involvement in working with beginning teachers. At Emporia State University, the authors have considered the role of the university in the induction process. "Induction is the time when preservice education becomes a reality and professional growth becomes an on-going need." With this in mind the goals for the induction program include: (1) to nurture educational theories and practices introduced in preservice education; (2) to help first year teachers understand that developing as a professional is a continuing and reflective process; and (3) to provide a program that would benefit the rural and semi-rural districts the university serves.

The Emporia State University model is unique in several ways. The format of the program consisted of a series of seminars on specific topics such as Beginning the School Year, Student Behavior, Conferencing, Models of Teaching and Learning, Assessment, Questioning, Homework, and Timesavers. Each three hour seminar was structured to include: (1) informal discussions and questions (related to the topics); (2) a brief exposition of theory, as related to the questions; (3) reflective discussion of the application of theory and appropriate strategies; and (4) analysis and application of ideas through discussion with peers and experts. Most topics were not new to the beginning teachers, however the format allowed the teachers to submit questions and situations prior to the seminar for the specific purpose of meeting the immediate needs of teachers and for review of basic concepts taught in preservice courses. Through discussions with peers and master teachers, new teachers became aware of a variety of strategies being used by others and were given the opportunity to devise their own solutions.

Based on formative and summative evaluations, it appears that the seminar format which incorporates participation from university experts, master teachers, and beginning teachers is the most important aspect of the induction program. The "meet and confer" format combined with handouts that reinforced the discussions were reported to be of the most value to participants.

Universities have much to offer induction programs. They are uniquely suited to providing seminars that (1) cover basic information on getting started; (2) provide open discussion of problems without the threat of evaluation; and (3) encourage new teachers to be reflective and seek ways to continue their professional growth. The Emporia State University's Beginning Teacher Seminar clearly demonstrates the valid role colleges and universities can have in the induction process.

Varah, L. J., Theune, W. S., & Parker, L. (1986). Beginning teachers: Sink or swim. Journal of Teacher Education, 37(1), 30-34.

The authors describe the University of Wisconsin-Whitewater Teacher Induction Program and relate how induction teams, consisting of mentor teachers, school administrators, and university personnel, identify areas of accomplishment, concern, and improvement for beginning teachers. In addition, findings are presented from an experimental study of the induction program during the 1984-1985 academic year.

The objectives of the study were to describe and evaluate the effectiveness of the mentor/inductee relationship and to evaluate the effectiveness of the program to provide assistance and support to first year teachers. The study group included twelve inductees as the experimental group and a control group of twelve, randomly selected, first-year teachers who were not participating in an induction program.

To assess program effectiveness, structured interviews were conducted with both groups of teachers. Three in-depth interviews with each teacher were conducted to document the teacher's progress through the first year of teaching. The interviews focused on the kinds of problems first-year teachers exerience, including (a) the sources of assistance provided to the teacher; (b) the perceptions of the assistnace provided; (c) the perceived effects of the assistance on the beginner's teaching skills; (d) the ability to solve problems; and (e) assessments of how the program might be improved. Teachers also completed a questionnaire which assessed their satisfaction with the induction program, their perceptions of the program's strengths and weaknesses, and suggestions on how to improve the program.

The findings suggest that the induction program is achieving its primary objectives. All teachers in the induction program completed their first year of teaching, and nine of the teachers indicated they planned to be teaching in five years; whereas only 3 of the 12 in the control group planned to be teaching in five years. The problems experienced by both groups were quite similar, however the inductees had less difficulty motivating students, had more success in responding to student misbehaviors, and had more positive relationships with their students. Moreover, administrators and mentors identified many positive benefits of the induction program. The results of this study suggest that induction programs can be a very effective means of strengthening the performance of a beginning teacher and thus, improving the teaching profession.

Willard, J. L., & Gordon, B. G. (1987). New challenges for teacher preparation institutions: Recruitment and retention. Action in Teacher Education, 8(4), 19-24.

This article specifically addresses the Auburn University at Montgomery School of Education's efforts in recruitment, retention, and induction of education majors. During the 1985-1986 school year, innovative programs were implemented to recruit and retain exceptional individuals in the teaching profession. These innovative programs involved faculty, staff, students, the community, and the local education agencies and can be utilized in both private and public institutions of higher education.

The First Year Teacher Project was another innovative program created to meet the induction needs of beginning teachers. This course was offered to all beginning teachers within a hundred-mile radius of AUM and was designed to assist beginning teachers in the techniques of instructional motivation, classroom management, parent and administrative conferencing, and other areas of need as determined by the first-year teacher and the university supervisor.

Instead of the usual on-campus classes, seminars were held so that beginning teachers could have the opportunity to interact with outstanding, experienced teachers and administrators selected from school systems other than the one in which the first year teacher was employed. This allowed beginning teachers to be open and candid regarding their concerns and inadequacies during their initial year of teaching. On-site classroom visits and assistance combined with conferences were provided by university supervisors who are specialists in the area in which the beginning teacher was teaching. These two programs have demonstrated innovative ways to combine induction with university recruitment and retention of quality personnel.

Zaharias, J. A., & Frew, T. W. (1987). Teacher induction: An analysis of one successful program. Action in Teacher Education, 9(1), 49-55.

Cleveland State University College of Education recently piloted a year-long, four credit-hour course aimed at addressing the immediate needs and questions of beginning teachers. In the summer of 1985, the Cleveland State University Induction Program was designed to provide a non-threatening forum for beginning teachers to discuss common concerns and seek the advice and assistance of master teachers.

The specific goals of the program were: (a) to facilitate the socialization process of beginning teachers becoming accepted, fully functioning members of a faculty; (b) to provide clarification to the varied roles and responsibilities of teachers; (c) to promote effective teaching; (d) to foster the development of professional behavior; and (e) to encourage a continued commitment to the teaching profession.

A unique feature of this induction program was the focus on self-reported needs of beginning teachers. A needs assessment inventory based on typical teaching tasks that have been found to pose problems for beginning teachers was administered to the 39 program participants prior to the induction program. Review of the findings from the inventory suggested five themes for emphasis and program development throughout the year. A variety of formats were utilized in each program session including guest speakers, guided discussions, role-playing, and simulations.

In order to assess the effects of the program, the needs assessment inventory was administered again at the end of the academic year and the findings were encouraging. There was a significant increase in the participants' confidence, understanding, and knowledge of teaching skills contained in the inventory. Specific findings that relate to program outcomes and implementation are further discussed in the article.

The Cleveland State University Induction Program demonstrates that colleges of education can make some significant contributions to the induction of beginning teachers and illustrates how the induction phase of teacher education can serve as context in which local school systems and colleges of education can cooperatively work together to meet the needs of beginning teachers.

Part B: ERIC Documents

Barger, R. N. (1988). Survey of Illinois school districts for the initial year of teaching study. Final report submitted to the Illinois State Board of Education per contractual service agreement. Washington, D. C. (ERIC Document Reproduction Service No. ED284852)

The Illinois State Board of Education contracted with Eastern Illinois University to survey the local school districts and identify the operating models of programs to assist and support beginning teachers and to ascertain what innovative activities were occurring. Specifically the questionnaire addressed the following areas: (1) demographic characteristics of the responding districts; (2) programs introducing beginning teachers to district policies, guidelines, and/or expectations; (3) whether the information was provided on teaching strategies/instructional processes; and (4) whether the district had a formal program for beginning teachers. A total of 598 school districts responded to the questionnaire. Results indicated that there are very few beginning teacher induction programs in Illinois, if such programs are assumed to include not only orientation of beginning teachers to district policies and practices, but also provision of information about instructional strategies and the instructional process in a manner especially accommodated to beginning teachers. Materials sent by the few programs available consisted of one-page orientation day agendas, support activities, and consulting agreements. Programs varied widely by formality, number of times implemented, materials used, and content. Appendices present the questionnaire, a summary of responses, a list of school districts with special group instructions for beginning teachers, and excerpts of district materials for such programs. (CB)

Butler, E. D., & James, T. L. (1987). Overview of three teacher induction schemes and theoretical rationale for the research design. Washington, D. C. (ERIC Document Reproduction Service No. ED291723)

An overview is presented of a research symposium that was structured to present a summary of major findings relative to the assessment of three teacher preparation-induction strategies implemented at Memphis State University during the 1986-87 academic year. Papers presented in the symposium summarized selected program features and addressed the research design, data collection strategies, and findings related to one study conceptualized within a comprehensive assessment of programs implemented in the second year of operating the university's Center of Excellence in Teacher Education. In this overview, summaries are given of the characteristics of the three fifth-year internship programs. The programs are based on different rationales and designs, and reflect distinct conceptual strategies of teacher preparation and induction. Twenty-one references are cited. (JD)

NOTE: Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 1987)

District of Columbia Public Schools. (1987). Incentive programs for teachers. Washington, D. C. (ERIC Document Reproduction Service No. ED284864)

In fiscal year 1983-84 the budget of the District of Columbia Public Schools (DCPS) included funds for a study of viable methods to increase professionalism among the teaching force. After careful and well documented research, the DCPS administration and the School Board chose to establish a teacher incentives program. In 1985 the Intern-Mentor Program was developed and implemented by teachers, parents, administrators, and community organizations. Program objectives are to identify and recruit promising, career-committed new teachers, initiate them into teaching through supervisory assistance of mentors, and retain their services through various incentives, including attractive starting salaries, regular increases, recognition of outstanding service, and out-of-city travel to permit them to see significant innovative approaches to classroom instruction. An important part of this reform has been the creation of a consortium of colleges and universities to offer graduate degree programs to the intern teachers, the cost of which is partially underwritten by the school system. In this report, the components of the Intern-Mentor Teacher Program are detailed, the evaluation of the program's first year is summarized, and future directions of the teacher incentives program are discussed. (Author/MT)

NOTE: Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhoven, Netherlands, July 20-24, 1987).

Driscoll, A., & Others. (1988). Portland State University's cooperative professional education program: An alternative program response to reform. Washington, D. C. (ERIC Document Reproduction Service No. ED291710)

A description is given of the Cooperative Professional Education Program (CPEP) that was developed and implemented by a teacher education institution and two public school districts. CPEP differs from traditional programs in the concurrent offering of coursework and clinical experience in an integrated year-long internship. The major components of the program include: (1) the selection process for all participants (interns and support teachers from the public schools); (2) the Individual Learning Plan, developed personally by each intern; (3) collaboration between university and public schools that provides a support team for each intern; and (4) the induction process. Because of the year-long nature of CPEP, the informal induction process begins before certification or hiring. Formally, the CPEP model has an induction phase which provides the beginning teacher with a mentor, an Individual Professional Development plan, and a professional development team to assist. A description of the research and evaluation studies of each major component of the CPEP is juxtaposed with related reform recommendations and concerns to illustrate the program in the context of suggested reforms. (JD)

NOTE: Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).

Etheridge, G. W., & Others (1987). Graduated teaching internships: An overview and major findings. Instruction. Washington, D. C. (ERIC Document Reproduction Service No. ED291724)

This study describes and contrasts the activities and attitudes of 33 prospective secondary teachers in a graduate level, master's degree initial teacher certification program incorporating a year-long, three-phased internship in the public schools. The three phases of the internship were: teacher assistant, teacher associate, and teacher-of-record experience. Brief descriptions of the duties and responsibilities of each phase of the program are presented. The median age of the interns was 38.5, all had baccalaureate degrees with majors in their subject areas, and had previous work experience in other fields. Intern perceptions were obtained at the end of each phase of the internship through administration of the Teacher Induction Inventory. Major findings of the study are summarized: (1) interns reported significantly increased involvement in the complex roles of teaching over the year; (2) changes in awareness of the importance of instructional and professional aspects of teaching increased significantly; (3) mentor and university support were perceived positively; (4) the second (associate) phase of the year was viewed less positively than either of the other two; (5) less positive views toward students were observed as the internship concluded. These findings are briefly analyzed in the summary. Tables present the data collected over the course of the study. (JD)

NOTE: Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November, 1987). For related documents, see SP 029 979-982.

Franceschini, L. A., & Butler, E. D. (1987). Fifth-year induction internships and mentor roles. Washington, D. C. (ERIC Document Reproduction Service No. ED291725)

This study documents and compares practictioner-mentor roles in two fifth-year internship programs: a master's degree program and an alternative certification program. In addition, it seeks to determine personal and professional factors believed to be responsible for mentor success achieved. A brief summary of the premises upon which both intern assistance programs rest is provided. A total of 42 teachers served as practitioner-mentors and responded to a 26-item Likert scale on the mentor role. Personal characteristics and competencies ratings were solicited through use of a 32-item Likert scale. Ratings of mentor success and school-related features that facilitated mentoring were obtained through a similar scale. Questions the study sought to answer were: (1) What practitioner-mentor roles were performed by teachers in the assistance programs? (2) What personal characteristics and professional competencies were considered important? (3) How do practitioner-mentors rate the success they achieved and does this vary by program? and (4) What school-context factors enhance or hinder the success of mentors? Responses of mentors in the master's program tended to be more positive than those of mentors in the alternative program. Findings are reported and discussed, and the data resulting from the study are presented in tables. Eleven references are included. (JD)

NOTE: Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November, 1987).

Henry, M. A. (1988). Project CREDIT. Certification renewal experiences designed to improve teaching. A cooperative multiple-support program for first-year teachers between Indiana State University and ten public school districts. Washington, D. C. (ERIC Document Reproduction Service No. ED291681)

Project CREDIT (Certification Renewal Experiences Designed to Improve Teaching) is a cooperative program between Indiana State University and 10 school districts in west-central Indiana. The program was initiated to assist first-year teachers with the objectives of refucing teacher dropout and improving the quality of teaching. Twenty first-year teachers were participants in the program, which was funded by Indiana's Teacher Quality Act. The program strategy was to use a multiple-support system for first-year teachers. Each intern was assigned to an experienced teacher in the building who provided assistance and supervision. University supervisors made monthly visits and coordinated inservice activities. Peer support was provided through monthly seminars and a newsletter. The program showed evidence of improved teaching performance and reduced teacher dropout. All 20 first-year teachers elected to remain in teaching. According to national statistics, 13 percent leave after the first year of teaching. Interns showed significantly better performance in 40 teaching skills when compared to a group of first-year teachers who did not have support. Several features of the program have been incorporated into the "A+" education act by the 1987 legislature. All future teachers in Indiana will have the benefit of a mentor and many will also have the support of university personnel and peers. (JD)

James, T. L. (1987). Lessons learned: Establishing mentoring roles in two preparation-induction programs. Mentorship as a support system model. Washington, D. C. (ERIC Document Reproduction Service No. ED279653)

Two combined preparation and induction programs for teacher candidates at Memphis State University (Tennessee), the Master of Arts in Teaching (MAT) program and the Lyndhurst program, utilize a mentoring approach to professional development for program interns and beginning teachers. Each candidate has two mentors: a pedagogical mentor from the College of Education and a practitioner mentor representing the cooperating school. Area specialist mentors are also used. This provides a mechanism for establishing closer collaboration between higher education personnel and secondary school professionals, making new teacher preparation a joint responsibility. This also provides an opportunity to elevate the status and image of outstanding practitioners while taking advantage of their unique abilities. A description is given of how the mentorship support system operates in both the MAT program and the Lyndhurst program. (JD)

NOTE: Paper presented at the Annual Meeting of the Association of Teacher Educators (67th, Houston, TX, February 15-18, 1987). For related document, see ED 278 667.

Klug, B. J. (1988). Teacher induction in southeastern Idaho: Preliminary report. Washington, D. C. (ERIC Document Reproduction Service No. ED291717)

The research investigation reported in this document concerns a study of induction for beginning year teachers that involved an examination of the effectiveness of two models employed: one a loosely structured Buddy System (mentor plus beginning teacher) and one a highly structured Induction Team approach (mentor, administrator, and representative of higher education working with beginning teacher). Beginning teachers (first or second year in elementary settings) were randomly chosen and assigned to one of the two models. Methods used for the study included both qualitative and quantitative means. The researcher acted as a participant observer during the length of the study. Results indicated that there are important elements that must be considered in order for an induction program to be effective and that such a program should be initiated during the first year of teaching in order to be most beneficial for beginning teachers. Participants stated a preference for the highly structured Induction Team approach rather than the loosely conceived Buddy System approach. (Author/JD)

NOTE: Paper presented at the Annual Meeting of the Association of Teacher Educators (San Diego, CA, February 13-17, 1988).

Ochs, B. J. (1986). Eastern Illinois University beginning teacher assistance program. Washington, D. C. (ERIC Document Reproduction Service No. ED267060)

Eastern Illinois University's Beginning Teacher Assistance Program became effective Fall, 1985 for all graduates of the university who are currently employed as beginning teachers in the state of Illinois. Detailed information on all steps involved in the full operation of the program is presented. This program will provide Eastern faculty for consultation and professional services to assist the beginning teacher and his/her immediate supervisor in planning a program of support in analyzing, understanding, or resolving any areas of concern during the initial year of teaching. Beginning teacher assistance seminars are also scheduled for the beginning teachers throughout the state. These follow-up seminars provide teachers with the opportunity to discuss their experiences during their first classroom assignment and may help identify where they may like additional assistance. A set of announcement letters and other publicity materials, as well as registration, evaluation, and other forms pertaining to the program are appended. (Author/JD)

Roper, S. S. (1988). Consortium support for teachers in rural Oregon. Washington, D. C. (ERIC Document Reproduction Service No. ED293682)

In the summer of 1986, representatives from Southern Oregon State College, the Northwest Regional Laboratory, and the Josephine County School District formed a consortium to design an induction program for beginning rural teachers. During its first year, the consortium presented special on-site graduate credit courses addressing problems new teachers encountered, served as group facilitators for the new teachers, designed a mentor handbook and program, and enabled visits to top-rated teachers. Areas emerging as major concerns on which to focus the second year of the program included understanding school policies and procedures, managing time effectively, finding instructional materials and resources, learning about the informal organization of the school, interacting successfully with parents, motivating students, and teaching a wide range of students. Problems endemic to interorganizational collaboration which limited the scope and quality of the consortium's efforts included initial suspicion of one another, unclear expectations, unequal effort, and the difficulty of making induction a priority. Advice for future activities, obtained from reviewing literature of collaborative efforts, including building credibility through visibility, discussing/resolving differences in goal orientation modifying goals and activities to meet the needs of all participants, communicating frequently, and developing patience. (NEC)

NOTE: Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

Russell, D. (1986). Collaboration: The key to teacher induction programs. Washington, D. C. (ERIC Document Reproduction Service No. ED270425)

In this presentation a faculty member at Salen College, shares problems and advantages in the teacher induction program in North Carolina. Revised standards and guidelines for the preparation of educational personnel were adopted by the state in 1983 to establish quality assurance for teachers and administrators in North Carolina. New policies were developed for admission to and exit from teacher education programs, laboratory field experiences, teacher competencies in certification areas, and in general and professional education, and collaboration between local education agencies and institutions of higher education during preservice teacher education and the first two years of teaching. Under the Initial Certification Program, two year initial teaching certificates are issued to beginning teachers in North Carolina. The program makes use of a support team comprised of a career status teacher, the school principal, and a third member knowledgeable in curriculum and instruction. Recommendations for improving this program conclude the document. (CB)

NOTE: Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 26-March 1, 1986).

Stern, A. K., & Shepherd, G. D. (1986). A synthesis of the research of Oklahoma's induction year program as a basis for policy considerations. Washington, D. C. (ERIC Document Reproduction Service No. ED287816)

A synthesis of 17 studies concerning Oklahoma legislation for the beginning teacher induction year program covers: (1) the concerns and perceptions of entry year teachers; (2) roles and functions of teacher consultants, local district administrators, and higher education representatives; and (3) the frequency and nature of the processes and activities of the induction committee and its members and the attitudes of the participating parties. Overall satisfaction has been reported by persons involved in the Entry Year Assistance Program. Teacher consultants were perceived by entry level teachers as providing the most guidance in terms of human relations, classroom management, teaching and assessment, and professionalism. Teacher consultants, however, frequently indicated that they were constrained by being unable to find time to meet with entry level teachers. Some problems were perceived in such areas as work socialization and translation of knowledge to practice. While the studies revealed a lack of role function guidelines for committee members, moderate agreement on the needs of the entry level teacher was noted. (CB)

Zimpher, N. L., & Others. (1986). "The right stuff": Essential elements for structuring an induction year program. Washington, D. C. (ERIC Document Reproduction Service No. ED275663)

Seven objectives were identified for the development of the Franklin County/Ohio State University Induction Project: (1) analyze existing research on beginning teachers and induction programs; (2) synthesize existing analyses of follow-up studies conducted in schools, colleges, and departments of education over the past decade; (3) synthesize research on teacher effectiveness and classroom processes; (4) develop ethnographic or action research data collection systems whereby beginning teachers active in the project can systematically report on the nature of their first year of teaching; (5) construct classroom observation support systems to facilitate collaboration with mentor teachers; (6) pilot classroom observations and action; and (7) develop a viable entry year program to be implemented during years two and three of the project. This monograph presents an overview of the project. Information is included on what activities serve as the focus for an induction year program, the roles and responsibilities of the critical factors, the practice-centered inquiry process for teachers in an induction program, what informs an induction year program, and what structures support an induction year program. The needs assessment instrument for mentor teachers is included in the appendixes along with samples of materials used for data gathering and a three-page bibliography. (JD)

NOTE: Paper presented at the Annual Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 21-25, 1986).

Section V

ASSESSMENT AND EVALUATION OF INDUCTION PROGRAMS

Part A: Journals

Hoffman, J. V., Edwards, S. A., O'Neal, S., Barnes, S., & Paulissen, M. (1986). A study of state-mandated beginning teacher programs. Journal of Teacher Education, 37(1), 16-21.

Hoffman and his colleagues report the findings from a large scale investigation of two state-mandated beginning teacher programs. The primary goal of their research was to document the ways in which beginning teacher programs affect the transition from student of teaching to regular classroom teacher.

Extensive data was collected using qualitative methods on 16 first-year teachers in two states. State-mandated induction programs from one midwestern state and one southwestern state served as the location of this study and two districts within each state were selected to examine the specific program effects on beginning teachers. Numerous data sources were drawn on in the process of conducting the study. Interviews with beginning teachers, administrators, and peer support staff, classroom observations, journals, and a variety of teaching assessment instruments were utilized.

The findings of this study are presented in terms of the research literature on teacher induction and the current trends in state policies for teacher certification. The data gathered in this study indicated some direct positive effects of certain program features on the experiences of beginning teachers as well as some indirect benefits to other program participants. Data also indicated no evidence to support the effectiveness of these induction programs as screens for the profession of teaching.

The implications of this study are substantial. Assessment for certification purposes could realistically become a state function, while assistance offered through induction programs would become a responsibility of the local school district. In summary, the findings of this study strongly indicate the value of attention to the development of formal programs of induction for beginning teachers.

Rosetto, C. R., & Grosenick, J. K. (1987). Effects of collaborative teacher education: Follow-up of graduates of a teacher induction program. Journal of Teacher Education, 38(2), 50-52.

Since 1963, the University of Oregon College of Education has offered a Resident Teacher Master's Degree Program. The RTP is a cooperative effort by the university and selected Oregon public school districts to provide on-the-job advanced training leading to a master's degree in education. The RTP combines graduate study with a year of full time teaching in a public school under the direction of faculty appointed jointly by the school district and the College of Education.

Rossetto and Grosenick investigated the perceptions of RTP graduates from the past 13 years (1971-1984) regarding the training they received as part of this program. By participating in the program, beginning teachers have the opportunity to relate educational theory and classroom practice and to develop personal teaching skills through cooperative planning and supervision in an on-the-job setting. Supervision is conducted by both the school district and the university.

As part of the investigation, data were collected via a questionnairee developed by the program staff. Using random sampling of past participants, 234 people were chosen, of which 162 had current and valid addresses. Questionaires, along with a cover letter and self addressed stamped envelope, were sent and a total of 106 questionnairees were returned and descriptively analyzed.

Results indicate that the majority of graduates continued careers in education after completing the program. Most graduates entered the program between the ages of 21-24 with no prior teaching experience. Eighty-eight percent currently held positions in education, and as many as 98% have been employed in education at sometime following completion of the RTP. In addition, graduates rated program objectives as having been attained. The opportunity to pursue fulltime teaching while extending professional education was the primary motivator for participating in the induction program.

An appealing feature of the program is that it can operate within existing budgets. The cost of supervision is balanced by lower resident teacher pay (two-thirds of a first year teacher's salary), and the cost of administration is covered by the existing operational structure of the College of Education and public school systems.

Part B: ERIC Documents

Johnston, J. M., & Kay, R. (1987). Institutions of higher education involvement in beginning teacher induction: The state of current practice. Washington, D. C. (ERIC Document Reproduction Service No. ED279652).

This paper reports on findings from a survey on the involvement of institutions of higher eduction (IHE) in beginning teacher induction efforts. Five teacher induction program goals are briefly outlined as a context for presenting and discussing the survey data. Responses to the survey questionnaire were received from 300 member institutions (42%) of the American Association of Colleges for Teacher Education (AACTE). The questions were designed to identify institutions involved in beginning teacher induction activities and key issues concerning teacher induction activities within the institutional context. The following areas were covered by the questionnaire: (1) school, college or department of education (SCDE) programs or activities designed to assist beginning teachers; (2) SCDE plans to initiate activities in the next two years; (3) common beginning teacher induction activities; (4) diverse approaches to induction; (5) faculty involved in induction activities other that SCDE faculty; (6) formal agreements for induction with local school systems; (7) accounting for induction activities in faculty work load; and (8) faculty participation in induction activities. Issues and realities affecting IHE involvement in teacher induction are discussed, and suggestions are made for more productive involvement in future teacher induction activities. A copy of the survey questionnaire is appended. (JD)

NOTE: Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Arlington, VA, February 12-15, 1987).

Huling-Austin, L., & Others. (1988). Model teacher induction project study findings. Final report. Washington, D. C. (ERIC Document Reproduction Service No. ED270442)

The Research and Development Center for Teacher Education at the University of Texas at Austin during the 1984-85 school year developed and field tested a Model Teacher Induction Project (MTIP) to contribute to the knowledge base of teacher induction. In addition, a satellite project aimed at building a network of institutions and individuals interested in implementing and studying similar staff development programs in different settings was established. This report includes a brief review of related literature itself, research related to the project, and the MTIP Satellite Network. Study findings focusing on participants and their practices are reported as they related to the context, personal and professional characteristics of teachers and support teachers. Findings related to the activities and effects of the MTIP are reported as they relate to the effects of the MTIP interventions, factors affecting implementation of the MTIP, and needs/concerns not addressed by the MTIP. The study findings section concludes with a discussion of what has been learned from the MTIP Satellite effort. Implications and recommendations derived from the study are included. (Author/JD)
NOTE: For related document, see ED 263 104.

Huling-Austin, L., & Murphy, S. C. (1987). Assessing the impact of teacher induction programs: Implications for program development. Washington, D. C. (ERIC Document Reproduction Service No. ED283779)

This study on induction practices analyzed data collected from collaborative research on more than 150 beginning teachers in Colorado, Kentucky, Michigan, New Mexico, North Carolina, Oregon, Texas, and West Virginia. This paper documents and describes the organization, structure, and activities of eight induction programs; identifies and discusses similarities and differences of specific induction practices across sites; reports what beginning teachers perceive to be the effects of these practices on their teaching and professional development; identifies those areas related to teacher induction that beginning teachers nominate as needing additional attention; and examines and discusses the implications of these findings for future program development. Background information on the collaborative study and a list of the research questions used in the study are presented. Following an analysis of the study findings, the paper concludes with a section discussing the program development implications derived from the findings and proposing a new model for developing induction programs. Charts and references are included. (JD)

NOTE: Paper presented at the Annual Meeting of the American Educational Research Association. (Washington, D. C., April 20-24, 1987). Collaborative Study of Teacher Induction in Diverse Contexts.

Section VI

ANNOTATED BIBLIOGRAPHIES, MONOGRAPHS, PAPERS, AND REPORTS ON TEACHER INDUCTION

Part A: Journals

Johnston, J. M. (1987). Selected annotated bibliography. Action in Teacher Education, 8(4), 81-85.

As educational research has generally become more sophisticated, the quality of research on beginning teachers and the induction process has also improved. This bibliography includes thirteen (13) references representing a variety of perspectives on teacher induction. The purpose of the bibliography is to provide professionals with: (1) a better understanding of the experiences and induction needs of beginning teachers; (2) a source of information about induction programs and current practices; (3) knowledge about research on beginning teachers and the induction years; and (4) an awareness of current issues and trends related to teacher induction.

Part B: ERIC Documents

Brooks, D. M., Ed. (1987). Teacher induction: A new beginning. Papers from the national commission on the induction process. Washington, D. C. (ERIC Document Reproduction Service No. ED279624)

The following papers are included in this monograph that provides a synthesis on beginning teacher induction: (1) "Teacher Induction" (Leslie Huling-Austin); (2) "Local Induction Programs" (Ralph Kester and Mary Marockie); (3) "Statewide Teacher Induction Programs" (Parmalee Hawk and Shirley Robards); (4) "The Role of Institutions of Higher Education in Professional Induction" (John M. Johnston and Richard Kay); (5) "Professional Organizations and Teacher Induction: Initiatives and Positions" (Peggy Ishler and Ralph Kester); and (6) "Teacher Induction: Rationale and Issues" (Sandra Odell). References are included with each paper. Five recommendations for the development of induction programs are offered. (JD)
NOTE: Association of Teacher Educators, Suite ATE, 1900 Association Drive, Reston, VA 22091 ($9.00).

ERIC Clearinghouse on Teacher Education (1986). Components of teacher induction programs. ERIC digest No. 4. Washington, D. C. (ERIC Document Reproduction Service No. ED269407)

This monograph focuses upon how teacher induction programs affect the professional maturation of the beginning teacher. In a discussion on the elements that make a good induction program, a checklist of eight program characteristics is presented. Four of these show the influence of other professional, and the remaining four apply directly to the needs of beginning teachers. The areas induction programs should cover are discussed. In considering how induction programs work, brief descriptions are presented of some of the most prevalent induction program components, e.g., internships, mentor teachers, induction committees, and orientation seminars. A bibliography is included. (JD)

ERIC Clearinghouse on Teacher Education (1986). Current developments in teacher induction programs. ERIC digest No. 5, Washington, D. C. (ERIC Document Reproduction Service No. ED269406)

This digest focuses on the evolution of beginning teacher induction programs over the past two decades, and discusses the reasons why such programs are essential to the professional development of teachers. An overview is presented of existing induction programs, and observed outcomes of these programs are briefly discussed. In considering what needs to be done in the future, it is pointed out that thus far there has been little research on common program concerns, such as assessment, evaluation, specification of induction contents, and the definition of program objectives. A bibliography is included. (JD)

Griffin, G. A., & Millies, S. (1987). The first year of teaching: Background papers and a proposal. Washington, D. C. (ERIC Document Reproduction Service No. ED285833)

The papers in this volume were commissioned to provide information useful for planning, implementing, and assessing the impact of new teacher programs, such as the Illinois Initial Year of Teaching Program. These papers were presented at a conference held at the University of Chicago in September 1987 on the initial year of teaching to provide a set of position statements about beginning to teach. Titles and authors include: (1) "State and District Structures to Support Initial Year of Teaching Programs" (Beatrice A. Ward): (2) "Workplace Conditions of Teacher Quality and Commitment: Implications for the Design of Teacher Induction Programs" (Susan J. Rosenholtz); (3) "The Role of Higher Education in Initial Year of Teaching Programs" (Kenneth R. Howey and Nancy L. Zimpher); (4) "Learning the Language of Practice: Implications for Beginning Year of Teaching Programs" (Robert J. Yinger); (5) "The Process and Content of Initial Year of Teaching Programs" (Kathy Carter and Virginia Richardson Koehler); (6) "On Helping the Beginning Teacher" (Nathalie J. Gehrke); and (7) "Assessment Issues in Initial Year of Teaching Programs" (Susan Barnes). The final paper, "A State Program for the Initial Year of Teaching" (Gary A. Griffin), offers a set of recommendations drawn from the conference. A list of educators invited to the Initial Year of Teaching Conference is included. (CB)

Holmes Group, Inc., East Lansing, MI; Texas University, Austin. Research & Development Center for Teacher Education. (1986). Directory of teacher induction programs. Washington, D. C. (ERIC Document Reproduction Service No. ED270445)

Descriptions are given of teacher induction programs currently operational in public schools, intermediate education units, colleges and universities, and professional organizations. Program descriptions include the address, contact person, and phone number for the organization, and a brief summary of the program's structure and objectives. (JD)

Jensen, M. C. (1986). Induction programs support new teachers and strengthen their schools. Washington, D. C. (ERIC Document Reproduction Service No. ED273012)

Recent statistics show that nationwide about 50 percent of new teachers leave the profession within their first six years of teaching. In an effort to encourage the persistence of new teachers and to enhance their productivity and competence in the classroom, many school districts have begun supportive programs for the beginning teacher, known as induction programs. This document presents current research about the situation and needs of the beginning teacher, describes several models of induction programs, and reviews the development and implementation of induction programs in two Oregon school districts, Tigard and West Linn. Specific recommendations for administrators, based on research and the current experience of school districts, are as follows: (1) share research on the beginning teacher with school administrators and faculty, (2) consider multiple models for induction, (3) choose mentor or supporting teachers carefully, (4) protect the assignment of new teachers, (5) provide assistants for new teachers hired late, (6) increase supervision of new teachers, (7) balance new teachers' need for training with their need for time, and (8) form partnerships to support new and veteran teachers. A postscript describes the Northwest Regional Education Laboratory's new consortia to assist school districts' induction programs. Eleven references and a list of interviewees are appended. (IW)

Johnston, J. M. (1988). The knowledge base for teacher induction. A selected annotated bibliography. Washington, D. C. (ERIC Document Reproduction Service No. ED291722)

In this annotated bibliography, articles and reports of studies on the subject of beginning teacher induction are cited. Covering the topic from different perspectives, these writings address the general purposes of induction programs and, in some cases, describe how a specific program meets these needs. Some of the articles provide information on the roles and contributions from local school levels, university and teacher education programs, and state or intermediate state agencies. Also included are discussions on such salient features of teacher induction programs as mentors and supporting school staff. Suggestions are made in some of the articles on how to develop, implement, and evaluate new induction programs. (JD)
NOTE: Paper presented at the Annual Meeting of the Association of Teacher Educators (San Diego, CA, February 14-17, 1988).

Maryland State Department of Education. Research for Better Schools, Inc. (1987) Perspectives on teacher induction: A review of the literature and promising program models. Washington, D. C. (ERIC Document Reproduction Service No. ED288857)

Intended for educational leaders, this three-section monograph presents information and perspectives regarding support given to beginning teachers. The first section reviews a variety of perspectives on the purposes that teacher induction programs can serve. Among the perspectives discussed are those based on studies of beginning teachers' perceived needs, effective teaching research, teacher socialization, stages of concern, and adult development. Section II describes the types of support provided by different teacher induction programs, including specific descriptions of nine programs. The third section summarizes suggestions found in the literature regarding the design of teacher induction programs. A nine-page bibliography is included. (CB)

Roper, S., & Others. (1985). Developing induction programs. 1985 regional study awards final product. Final report of the regional study award project. Washington, D. C. (ERIC Document Reproduction Service No. ED265036)

This report is organized in three sections. The first section discusses the need for inductin programs (including impact of the lack of such programs on beginning teachers, as well as on experienced teachers, higher education faculty, researchers, society, and children); barriers to developing such programs; and ways of overcoming those barriers. The second section describes the specific areas in which beginning teachers report needing additional preparation and the implications for preservice programs generally, as well as for the program at Southern Oregon State College. Their needs include learning to work with other adults (parents, administrators, and aides), learning to work effectively with colleagues, being given a more realistic view of the teaching profession, and being given a better, more complete theoretical framework from which to work. The third section presents some guidelines for colleges and universities who wish to collaborate with public schools in designing such programs. It identifies the specific steps that are planned in working with local school districts interested in doing a better job of helping their beginning teachers make the transition to successfully assuming the full responsibilities of a teacher. (JN)

Ryan, K. (1986). The induction of new teachers. Fastback 237. Phi Delta Kappa. Washington, D. C. (ERIC Document Reproduction Service No. ED268117)

In this monograph, common problems faced by beginning teachers are discussed. These include: (1) encountering the unexpected demands of teaching in the familiar framework of the classroom; (2) understanding the role of the teacher in dealing with students; (3) communicating effectively with parents; (4) achieving a clear perspective on the authority and responsibilities of the principal; (5) establishing a sound rapport with other teachers; and (6) applying instructional skills to a specific curriculum. Suggestions are made on what the new teacher can do when faced with these problems, how the school can provide support for the new teacher, and what teacher education institutions can do to prepare students for the first year of teaching. (JD)